

THE REPORT
OF THE
PRESIDENT
OF
QUEEN'S COLLEGE, GALWAY,
FOR
THE SESSION 1883-84.

Presented to both Houses of Parliament by Command of Her Majesty.



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THE REPORT

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PRESIDENT OF QUEEN'S COLLEGE, GALWAY,

FOR

THE SESSION 1883-84.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

In accordance with the provisions of the Act of Parliament founding the Queen's Colleges, I have the honour of submitting to Your Majesty the following Report of the proceedings and condition of the Queen's College, Galway, for the Session 1883-4.

In the Reports which I had the honour of submitting to Your Majesty for several successive years up to the Session 1881-82, I was enabled to present returns that gave evidence of the progressive condition of the College. In that Session the Students numbered 201. In the following Session the progress was arrested; the number having fallen to 144. I regret that I have to report a continued decline for the Session which has just closed, when the number of Students stood at 103. For a diminution so large and sudden it is easy to find an adequate cause in the dissolution of the University organization of which this College formed a part.

The career of the Queen's University is now a matter of history; and I advert to it only so far as it relates to the condition and working of this College.

The Queen's Colleges in Ireland were founded by Letters Patent in 1846, and were opened for the reception of Students in 1849. In 1850, in conformity with the original conception of the scheme, the Charter was granted by which the Queen's University was founded. In the words of the Charter, its object was "to render complete and satisfactory the courses of education to be followed by Students in the said Colleges"; and, with a view to this, it was invested with the power "of granting all such degrees as are granted by other Universities or Colleges to Students who shall have completed in one or other of the Colleges the courses of instruction prescribed and directed for the several degrees." The University was thus the natural completion and crown of the Collegiate edifice;—to use the words of a distinguished statesman, "the keystone which bound the arch." The Professors of the Colleges were, by the terms of the Charter

Professors of the University. At their annual conference the courses of instruction for the ensuing session were arranged so as to correspond with one another in the three Colleges; and, the teaching staff and the examining staff being largely identical, the teaching of the one and the examinations of the other were consistently conducted. The system worked well; by successive improvements suggested by experience the examinations were brought to the highest level of efficiency; and the degree of the Queen's University stood unquestionably high in the estimation of the public, representing as it did not merely Examinational results but in addition Academic discipline and training.

The Queen's University was not founded to afford greater facilities for obtaining degrees, but to extend academical education. The characteristic principle of its system was, that the aim of education is not merely to communicate knowledge; that its essential function consists in forming intellectual habits and imparting that general culture of mind and manners which the discipline of the class-room and constant personal intercourse with teachers and fellow-students are so well fitted to develop, and of which no system of Examinations, be it ever so well devised, can be a sufficient guarantee. Courses of collegiate instruction for three years were accordingly laid down from which no deviation was allowed. Attendance on lectures was imposed in all the departments of the Colleges, as the leading and most excellent part of the system. Any attempt, under circumstances however peculiar, to modify the rigour of these rules was resisted, as tending to degrade the character of the degrees, and detrimental to the interests of education.

In 1879 the Legislature decided to make all degrees in Ireland, outside the University of Dublin, depend on Examinations; and to carry out this decision, the Queen's University was dissolved, and the Royal University, a purely Examining body, was founded.

To obtain a degree or distinction under the new system, no certificate of previous study is required from other than Medical Students; and in their cases certificates of attendance at Professional lectures at any recognized Medical school within Her Majesty's dominions will suffice.

The Queen's University, possessing ample knowledge of the circumstances and wants of the country, had framed its Medical curriculum so that while the first year included a considerable amount of Arts' education, the entire curriculum did not extend beyond four years, and yet did not involve the student in courses of study too numerous and oppressive for a complete pursuit of them in the allotted time. The new system, by changes introduced in regard to non-professional subjects, has practically extended the course to five years, which extension induces Students to seek diplomas from Licensing bodies, in Dublin, Glasgow, Edinburgh, or elsewhere, where a four years' course only is required.

A change so fundamental—which abrogated the essential characteristic of the Queen's University and Colleges, could not fail to

produce large results. These results were clearly not anticipated by the Legislature;—otherwise, there can be no doubt that provision would have been made to redress the wholly unintentional but nevertheless great injury to individuals involved in the policy of Parliament;—but those who were acquainted with the social and educational condition of the country and with the operation of those regulations of the Queen's University which imposed the obligations of attendance on lectures, foresaw these consequences from the first. In this College, as might be expected, the effects of the change have been the most marked of any. In the last Session, as I have said, the Students attending lectures numbered 103; of whom 47 were in the Faculty of Arts, and 41 in that of Medicine; the remainder being divided between the departments of Law and Engineering. In the preceding Session the Students numbered 144; of whom 51 were in the Faculty of Arts, and 70 in that of Medicine. In the Session 1881-82, the Students numbered 201; of whom 57 were in the Faculty of Arts, and 122 in that of Medicine. It will be observed that the decline is almost exclusively confined to the Faculty of Medicine, that department of the College which it was foreseen would be particularly affected by the reversal of the University system. It is well known that candidates for the Medical profession are rarely able to meet the demands made upon their resources by a very expensive education. All that can be said is, that the decline is clearly assignable to external causes, and that the system of education which has proved so efficient in the past shall be maintained with unabated vigour for the time to come. And I trust that the depression which has arisen from the sudden and unexpected change in educational policy will be but temporary. I should be slow to relinquish the hope that this College will yet regain and surpass its former position, and enter on a career of steady progress which will justify the wisdom of those Statesmen on whose advice Your Majesty was graciously pleased to extend the benefits of University education to this remote and outlying province.

The following table of the number of Students attending lectures in each year of the decennial period that closed with the time when the changes consequent on recent legislation began to operate, will afford a view of the condition and progress of the College while working on its original constitution:—

	Matriculated.	Non-Matriculated.	Total.
1872-73, . . .	135	3	138
1873-74, . . .	152	4	156
1874-75, . . .	149	6	155
1875-76, . . .	156	11	167
1876-77, . . .	165	9	174
1877-78, . . .	166	9	175
1878-79, . . .	162	5	167
1879-80, . . .	176	4	180
1880-81, . . .	201	7	208
1881-82, . . .	192	9	201

The total is not, perhaps, very imposing; yet, considering the various difficulties with which this College has had to contend, more especially that arising from the material condition of the

class from which it has mainly drawn its students, I felt justified in referring in former Reports to these figures, as evidence of the progress, slow but steady, of the institution; while of the quality of the educational work which it has been doing, abundant proofs are recorded. And the candid will, I think, allow that a system of education conducted on a plan so different from any which had been tried elsewhere, and which drew its adherents from classes of society not hitherto reached by the higher education, must have had peculiar difficulties to contend with. Considering the average income of the middle classes in Ireland, the expense of maintaining a youth at a distance from the parental home forms a considerable item. So serious did this consideration seem to the Commissioners who reported on the state of Trinity College in 1852, that, while expressing in the strongest terms the value they attached to Academic residence, they yet declined to recommend that it should be made indispensable. Taking into account the pressure of this rule on the less affluent sections of society with whom we have had to deal, and for whom no facilities for residence at the Colleges have been provided, it may, perhaps, be thought that the Queen's Colleges have attracted to their lecture-rooms nearly as large a proportion of the several classes as the social circumstances of the country give warrant for expecting.

By the Act of 1879 the Queen's Colleges, which had previously been united as independent but integral parts of the Queen's University, have been dissociated, and retain no bond of connexion but mutual good will; they have lost their corporate head, and ceased to be University Colleges. But in their proper constitution they still, happily, remain the same as when they were founded by Your Majesty, in accordance with the opinion of Parliament, as expressed in the Statute of 1845:—"For the better Advancement of Learning among all Classes of Her Majesty's Subjects in Ireland." In the spirit of that great declaration, and in a sense of the term *University* which, though not the etymological one, appears to me to be worth many others, the Colleges may still vindicate their claim to the title; they are universal in their acceptance of all classes and denominations. Autonomous and independent institutions, they still secure full academic training as a qualification for a degree. The Collegiate discipline of lectures and instruction in common is not relaxed, even when the undergraduates thus instructed have to pass their degree-tests under an Examining Board. Nor does the education fall short of the University standard; in that respect also the Colleges faithfully fulfil the declared purpose of their founders. When the illustrious statesman to whom is due the initial conception of the system of the Queen's Colleges took it in hand to break down the monopoly and centralization of University privilege in Ireland, he determined that the Colleges which he had in view should not occupy a lower intellectual level than any of the existing institutions of the country. In developing the plan of his measure in the House of Commons, Sir Robert Peel said:—"Our purpose is to give the best education, and that without stint." Equally decided was the language of Sir James Graham:

—"Our opinion is, that if the House shall give effect to this measure, the education thus provided by the State will be, if not superior, at least not inferior to that provided in the Universities of Scotland, and in the University of Dublin itself." The design of these statesmen manifestly was, that the Colleges were to be independent centres of intellectual life in the chief provincial towns of Ireland, providing for wants not hitherto supplied, maintaining a high standard of education by the institution of a general system of collegiate studies that should include all, or nearly all, that was demanded by the advancing spirit of the age; thus fostering a feeling of local self-reliance and self-respect, and exciting an interest in the culture of literature and science throughout the community at large. And so, by the liberality of the Legislature, for five-and-thirty years there have existed in this old city opportunities as great as are to be found in any country in the world for the higher education of young men, who, on their part, by the eminence of their careers in the various walks of professional and official life, have illustrated the value of sound collegiate training. As bearing directly on this point, I may be permitted to quote a brief extract from the evidence given within the last few weeks before the Queen's Colleges' Commission, as published in the Dublin Papers. The testimony, it will be observed, commands paramount weight both from the immediate knowledge which the witnesses possessed of the state of things to which they deposed, and from their acknowledged authority in all matters relating to scholarship. Dr. Maguire, Fellow of Trinity College, Dublin, and Professor of Moral Philosophy in the University, who had been eleven years Professor of Latin in Queen's College, Galway, is asked:—

"Did the College in your experience perform the part of a high school or of a university?"

Dr. Maguire.—"I should say of a high university course indeed."

"It has been stated to us that the Professors in the Queen's Colleges have to do the work of a high schoolmaster and of a Professor. Is it your experience that in the work of Professors in Universities the two things can be sharply and completely distinguished?"

"No; the higher schoolmasters and the professors shade into each other a great deal, and the highest teacher in a university must frequently do schoolmaster's work, but not exclusively—it is the schoolmaster's work and something more."

"Can you give us any idea where you would place your average best men at Galway as compared with other universities that you know?"

"Minus the verse, which is not practised at the Colleges, I would certainly place them amongst the very highest."

Mr. Tyrrell, Professor of Greek in the University of Dublin, stated:—

"I examined for degrees, honors, scholarships, and in other such examinations in the Queen's University during some six years from about 1873. I examined up to the time that the Queen's University ceased to exist. I found the answering of the students of a very high order."

"Do you make any distinction between the answering of the students of Belfast, Cork, and Galway?"

"Three or four names come to my memory—O'CONNOR of Galway College, Dick, and Farrelly. I was greatly struck with their Latin prose composition, that being one of the best tests of scholarship. All those men were quite up to the first rank in prose composition—they were as good as the best students anywhere. The general style of their answering struck me as extremely good. Their reading seemed extensive, their grammatical answering was good, and there was a general robustness about their answering—it was sound, strong, vigorous, and tasteful."

In the Reports of former years I have dwelt at length on the various arrangements of this College, its courses of study, internal discipline, the adaptation of its system to the educational demands of the country and the time, and other topics that appeared to me of public interest and importance, and I have also taken occasion to correct some misconceptions that have been current concerning the College. Misconceptions, or misrepresentations, however, have a tendency to re-appear as often as they are shown to be unfounded; and I feel it incumbent on me now to notice, as briefly as I can, certain misapprehensions that still extensively prevail.

On no one subject perhaps has public opinion been more abused than that of the Scholarships of the Queen's Colleges. To listen to the opponents of the Colleges, when expatiating on this subject, one might suppose that those prizes bore some resemblance in value and number to those endowments which give to the older Universities so much strength and splendour, and that every Student in the Colleges was the fortunate holder of one of these lucrative posts. Indeed it has been publicly stated that;—"In Queen's College, Cork, as well as in Galway, almost every Student in Arts is supported, clothed, provided with books, and has his pocket-money and travelling expenses provided by the State." A simple statement will dispose of this imputation. The entire sum placed at the disposal of each College for prizes to Undergraduates is £1,180. Of this sum £100 is distributed at the end of each Session in book premiums; the remaining £1,080 is divided into Scholarships and Exhibitions varying in amount from £25 to about £15, and which, with the exception of Scholarships in Arts of the second year, are tenable for one year only. I need not point out that such a sum can go but a small way towards defraying the expenses of a Student at a College in which residence for eight months is enforced. There are, besides, eight Scholarships in each College, limited to Graduates, and likewise tenable for one year, of the value of £40 each. Any one acquainted with the helps and rewards held out to Students in the old seats of learning, will perceive, at a glance, the insignificance of the prizes which are at the disposal of the Queen's Colleges. In the University of Oxford, for instance, there is distributed annually about £80,000 among the 4,000 Students, which gives an average of £20 per Student; in the Queen's Colleges the average would be about £4. On the principles of the reasoning employed about the Queen's Colleges it might be said that the reason why Oxford gets so many more Students is that it

bribes them more than four times as much ! The name "Scholarship," given to our prizes, tends to create misconception. In the old Universities a Scholarship is tenable for three, four, or five years, whereas in the Queen's Colleges all scholarships, except those above mentioned, are thrown open to competition at the end of each Session. This arrangement has given an opportunity for representing a Scholarship held in three or four consecutive years by the same Student as so many distinct Scholarships given to his class. It is a mistake, therefore, to regard these prizes as they have been represented, as eleemosynary doles, lavished indiscriminately to purchase the attendance of Students in our lecture-rooms. Work and merit are the condition of their tenure. They are the rewards of industry and ability, tested by examinations in courses that demand no ordinary or superficial preparation, and the holders of them, instead of being the objects of disparagement and detraction, are entitled, in my judgment, to the honourable consideration of every patriotic mind. Men who have been awarded the modest prizes so much grudged to them are now to be found in the foremost rank all over the world in the public service, and in every private occupation where cultivated intellect gives an advantage to its possessor. Nor can I enter into the views of those educational reformers who, in total ignorance of the social condition of this part of Ireland, and with a lofty disregard of what I do not hesitate to call vested local interests, would, under the influence of the centralizing spirit or the guise of economy, deny to many an humble household in this province the means of overcoming the straits of the domestic hearth and of opening to one or more of its members access to the benefits of University education and an independent career in life.

Again ; It has been often objected that our Medical School constituted the main factor in our numerical totals ; and it is dogmatically asserted that Universities should not be places for professional instruction, and that, however numerous Students for professions may be, the success of Colleges should not be measured by them, but only by such Students as pass through the curriculum of the faculty of Arts. In dealing with these objections I may in the first place mention one or two facts not generally known :—First, that the Queen's University had a larger number of Graduates in Arts than in Medicine, though its critics always affected to treat it as a mere professional institution ; and further, that the Queen's Colleges from the first incorporated certain Arts' studies into the several professional curricula, thus insuring that all the Students, in whatever faculty they might be counted, should receive Arts' education, and not those only who aimed at a degree in Arts. But I would further beg to observe that such a limitation of a University curriculum to theoretic studies not only derives no support from ancient authority ;—for the old Universities were at first more devoted to the professional faculties than to Arts ;—but it is also far removed from the modern conception of a University, and from the functions which the age demands of all educational institutions. I may

here be permitted to repeat some observations which I felt called on to make in a former Report with reference to the Medical School:—

“Without appealing to the original constitution of Universities, or discussing on general principles the claims of Medical studies to take co-ordinate rank with other branches of learning in a University system, it may be observed that in the present social condition of Ireland, and in the case of Colleges which are mainly recruited from the middle and professional classes, it is what might naturally be expected that the Faculty of Medicine should be considered of no less importance than that of Arts, and that it should attract to itself a large proportion of the students of the Colleges. Many students cannot afford to spend their time up to twenty-one or twenty-two years of age in the study for a preparatory degree which is to be the mere foundation-stone of their professional edifice; and I believe it will be generally found that, owing to the constant demand for the services of Medical men and the comparative certainty of immediate employment which the profession holds out, Students of Medicine far outnumber Students in Arts in Colleges circumstanced as the Queen's Colleges are. It was the original function of Universities—never, I trust, to become antiquated—to act as the instructors of all who have occasion for learning, and not merely of the wealthier classes of the community; and Universities must adjust their arrangements to the changed requirements of society, else they will see the modern stream of thought and action flow swiftly past them. It is the power of liberalizing the professions that distinguishes Universities from technical schools; and one of the objects with which the Queen's University and Colleges were established was to extend to professional Students the status and advantages of a University degree. These bodies fully recognize the principle that liberal culture ought to be the foundation of all the professions, and have constantly endeavoured, so far as has been practicable, to give effect to that principle. Accordingly in their curriculum they have combined with a merely professional education certain studies which tend to correct its one-sidedness and narrowness. Matriculation is preceded by a strict and *bonâ fide* examination—within a limited range, it is true—in English, Greek, Latin, and Mathematics; and every Medical Student, in addition to his strictly professional training, is obliged to pursue the following courses:—Modern Languages, Natural Philosophy, Chemistry, Botany, and Zoology—studies which are well suited to infuse a liberal element into special and technical acquirements, and clearly entitled to take rank in the category of Arts' subjects in any comprehensive system of University Education.”

I gladly avail myself of the high and impartial authority of Sir Lyon Playfair. I quote from the report of his speeches in the House of Commons:—

“Oxford and Cambridge, it is true, turned their attention from the first mainly to arts; but they were situated in a rich country where there was a large class who could afford to devote an ample leisure to purely liberal studies. But Ireland and Scotland had no such leisured class. They were poor countries, and it was impossible for their Students to give themselves up entirely to arts; their education was of necessity productive, and the means of enabling them to earn their livings. He denied that the measure of the excellence or usefulness of a University was the arts-school alone. He was of opinion that no

better training for the mind existed than a thorough medical education, which involved a preparatory arts course and a considerable knowledge of science in addition. Colleges which gave a satisfactory professional education would be most beneficial to countries like Ireland and Scotland. It was indisputable that poor countries required greater facilities for higher education than rich ones; and that the only way in which a poor country, with no natural resources, could be made prosperous was by extending the demand for intellectual labour, so as to compensate for the absence of material industry . . . The Queen's Colleges had added to the national prosperity of Ireland by producing men who were fitted to get on in all the different lines of life where learning was required."

I shall only add that the Medical School of the College has conferred substantial benefits on this province, the people of which, from their social condition, are particularly anxious to avail themselves of the opportunities which the School supplies for qualifying themselves for a profession which affords a comparative certainty of immediate employment. The Medical School was created by the College. No such institution had previously existed in the Western province; nor will it be considered a slight evidence of its efficiency and character that three natives of the province, who had received their entire Undergraduate education within these walls, are now members of the Professorial staff of the College.

The Libraries and Museums are in a satisfactory condition, and are, in many sections of their respective subjects, most valuable collections. The liberality of the Legislature has provided for their annual augmentation, and has thus secured for the Students all the essential requisites of practical instruction, and has established for the benefit of this province permanent local repositories of Literature, Science, and Art. The Council have largely extended the benefits of the Library to the people of Galway. The museums of Natural History and Geology are also visited with much interest by the general public, and are found to foster a taste for these important departments of science. The apparatus for the illustration of the principles of Natural Philosophy, and the collections especially devoted to the pursuits of the Medical profession are also worthy of special notice.

In 1882, Dr. King succeeded to the Professorship of Natural History to be held, in conformity with the terms of the Charter, in combination with the Chair of Mineralogy and Geology which he had held since the opening of the College in 1849. At the commencement of the last Session he was obliged by declining health to resign the Professorship. By his resignation the College has been deprived of an able and conscientious teacher; the body of Professors of a loyal and respected colleague. Dr. Anderson, a distinguished Graduate in Arts and Medicine of the Queen's University, has been appointed to the Chair.

In Appendix A will be found Tables giving Returns as follows:—

I. The number of Students who entered Queen's College, Galway, in the Session 1883-84.

II. The total number of Students in attendance during the Session 1883-84; their Religious persuasions; and their distribution among the Faculties.

III. Number and Religious persuasions of Students who have entered Queen's College, Galway, in each Session from its opening.

IV. Number and Religious persuasions of Students attending Lectures in Queen's College, Galway, in each Session from its opening.

V. Locality of the Students in attendance during the Session 1883-84, according to Provinces, and from elsewhere than Ireland.

VI. Average Age of the Students present during the Session 1883-84.

VII. Courses of Lectures delivered during the Session 1883-84; the Number of Lectures in each Course; and the number of Students attending in each.

VIII. Names of Students of Queen's College, Galway, who obtained Degrees, Diplomas, and Honors at the Royal University Commencements in June and October, 1883.

In Appendix B will be found a List of Professors and Officers of the College, Dates of their appointments, Salaries, &c.

In Appendix C, a statement of the Receipts and Expenditure of the College for the year ending March, 1884.

Testified by your Majesty's dutiful servant,

THOMAS W. MOFFETT, *President.*

24th July, 1884.

APPENDIX

APPENDIX A.

I.—RETURN showing the NUMBER of STUDENTS who entered QUEEN'S COLLEGE, GALWAY, in the SESSION 1883-84.

	Matriculated.	Non-Matriculated.	Total.
Church of Ireland,	2	1	3
Roman Catholics,	11	2	13
Presbyterians,	13	1	14
Wesleyan Methodists,	1	—	1
Baptist,	1	—	1
Total,	28	4	32

With regard to religious denominations, I have classified the Students as they designate themselves in the forms filled up at entrance.

II.—RETURN showing the TOTAL NUMBER of STUDENTS in attendance during the SESSION 1883-84, their RELIGIOUS PERSUASIONS, and their Distribution among the FACULTIES.

FACULTIES.	Church of Ireland.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Baptist.	Total.
Arts,	6	12	27	1	—	1	47
Law,	—	5	4	—	—	—	9
Medicine,	6	24	11	—	—	—	41
Engineering,	1	4	—	1	—	—	6
Occasional,	2	2	2	—	—	—	6
	15	47	44	2	—	1	109
Deduct— Attending in two Faculties,	—	2	4	—	—	—	6
Total separate Individuals,	15	45	40	2	—	1	103

III.—NUMBERS AND RELIGIOUS PERSUASIONS OF STUDENTS who have entered the Queen's College, Galway, in each year from its opening.

Session.	Matriculated Students.	Non-Matriculated Students.	Total.	Members of Church of Ireland.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Vari-ous.	Total.
1849-50, . . .	64	4	68	24	32	6	-	-	-	68
1850-51, . . .	23	3	26	10	9	7	-	-	-	26
1851-52, . . .	51	5	56	13	21	2	-	-	-	36
1852-53, . . .	21	2	23	8	12	3	-	-	-	23
1853-54, . . .	25	6	30	12	15	3	-	-	-	30
1854-55, . . .	26	15	41	18	18	3	2	-	-	41
1855-56, . . .	32	7	39	14	15	8	1	1	-	39
1856-57, . . .	35	8	43	15	22	3	1	1	1	43
1857-58, . . .	36	7	43	16	17	9	-	1	-	43
1858-59, . . .	44	4	48	20	19	7	2	-	-	48
1859-60, . . .	25	5	30	12	25	1	-	1	1	40
1860-61, . . .	*59	1	60	13	33	12	2	-	-	60
1861-62, . . .	†59	3	62	21	35	6	-	-	-	62
1862-63, . . .	60	4	64	18	27	16	1	-	2	64
1863-64, . . .	54	5	59	20	24	11	2	4	1	59
1864-65, . . .	50	12	70	26	28	13	-	2	1	70
1865-66, . . .	46	3	49	16	19	10	3	-	1	49
1866-67, . . .	42	2	44	14	18	7	3	2	-	44
1867-68, . . .	†44	3	47	14	20	11	2	-	-	47
1868-69, . . .	†56	4	60	20	24	15	1	-	-	60
1869-70, . . .	49	5	54	20	25	6	2	-	1	54
1870-71, . . .	52	6	58	22	23	12	-	1	-	58
1871-72, . . .	†64	1	65	19	31	11	3	1	-	65
1872-73, . . .	55	4	59	17	24	14	1	2	1	59
1873-74, . . .	†60	3	63	27	31	21	3	1	-	63
1874-75, . . .	67	7	74	24	35	14	1	-	-	74
1875-76, . . .	†81	10	91	21	35	31	3	1	-	91
1876-77, . . .	†61	4	65	26	34	21	3	-	1	65
1877-78, . . .	67	6	73	18	23	29	3	-	-	73
1878-79, . . .	†64	4	68	24	35	24	2	3	-	68
1879-80, . . .	96	3	99	27	39	22	9	1	1	99
1880-81, . . .	†96	9	105	34	41	39	1	-	-	105
1881-82, . . .	†73	8	81	16	36	21	4	-	1	81
1882-83, . . .	81	3	84	7	15	11	-	-	1	84
1883-84, . . .	26	4	30	3	12	14	1	-	1	30
Total, . . .	1,034	179	2,033	619	876	446	56	22	14	2,033

* Including three who had previously been in attendance as non-matriculated students.

† Including two who had previously been in attendance as non-matriculated students.

‡ Including one who had previously been in attendance as a non-matriculated student.

IV.—NUMBERS AND RELIGIOUS PERSUASIONS OF STUDENTS attending Lectures in the Queen's College, Galway, in each Session from its opening.

Session.	Matriculated Students.	Non-Matriculated Students.	Total.	Members of Church of Ireland.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Various.	Total.
1848-50, . . .	64	4	68	24	38	6	-	-	-	68
1850-51, . . .	66	3	68	22	26	13	-	-	-	63
1851-52, . . .	68	5	73	25	41	7	-	-	-	73
1852-53, . . .	73	2	75	26	40	9	-	-	-	75
1853-54, . . .	76	5	81	30	42	9	-	-	-	81
1854-55, . . .	69	16	85	52	46	5	2	-	-	85
1855-56, . . .	78	9	87	26	42	14	3	2	-	87
1856-57, . . .	88	8	96	30	49	10	3	3	1	96
1857-58, . . .	92	8	100	31	47	16	3	2	1	100
1858-59, . . .	113	9	122	37	64	15	4	1	1	122
1859-60, . . .	111	7	118	31	69	11	2	2	3	118
1860-61, . . .	141	3	144	33	85	19	3	2	2	144
1861-62, . . .	140	5	153	39	91	19	3	1	-	153
1862-63, . . .	161	4	165	33	95	32	2	-	3	165
1863-64, . . .	166	5	165	41	91	23	3	4	1	165
1864-65, . . .	157	12	169	50	78	31	2	6	2	169
1865-66, . . .	139	5	144	33	71	29	4	4	3	144
1866-67, . . .	133	2	135	36	62	27	4	5	1	135
1867-68, . . .	124	3	127	34	54	32	3	4	-	127
1868-69, . . .	146	4	150	47	63	34	2	4	-	150
1869-70, . . .	130	8	138	42	66	24	2	3	1	138
1870-71, . . .	115	8	123	37	62	36	-	4	-	123
1871-72, . . .	139	2	141	31	79	25	4	2	-	141
1872-73, . . .	135	3	138	29	68	35	3	3	1	138
1873-74, . . .	152	4	156	35	77	38	5	1	-	156
1874-75, . . .	149	6	155	37	71	40	4	3	-	155
1875-76, . . .	156	11	167	28	82	56	3	4	-	167
1876-77, . . .	165	9	174	26	89	53	4	2	-	174
1877-78, . . .	166	9	173	36	73	61	5	-	-	175
1878-79, . . .	162	5	167	29	68	64	3	3	-	167
1879-80, . . .	176	4	180	29	72	63	2	1	-	190
1880-81, . . .	201	7	208	34	87	78	9	-	-	208
1881-82, . . .	192	9	201	41	85	65	10	-	-	201
1882-83, . . .	141	3	144	28	67	44	4	-	1	144
1883-84, . . .	99	4	103	15	45	40	2	1	-	103

V.—RETURN showing the LOCALITY of STUDENTS present during the Session 1883-84, according to Provinces, and from elsewhere than Ireland.

						Students.
Province of Connaught,	.	.	.	.	.	34
" Munster,	.	.	.	.	.	18
" Ulster,	.	.	.	.	.	48
" Leinster,	.	.	.	.	.	3
Total,						103

VI.—RETURN showing the AVERAGE AGE of the STUDENTS present during the Session 1883-84.

Age.	Students.	Age.	Students.
Under 17 years,	1	20 and under 21,	16
17 and under 18,	8	Above 21 years,	53
18 " 19,	16		
19 " 20,	9		103

VII.—TABLE containing the NAMES of the several SUBJECTS Lectured upon during the Session 1883-84, the NUMBER of LECTURES given on each Subject, and the NUMBER of STUDENTS attending the Classes in each Subject.

	No. of Lectures on each Subject.	No. of Students attending the Classes in each Subject.
Greek,	248	27
Latin,	217	31
Mathematics,	160	23
Natural Philosophy,	294	35
English Language,	53	18
" Literature,	42	8
Modern History,	54	1
Metaphysics,	54	2
Logic,	51	11
Chemistry—Theoretical,	66	17
" Practical,	27	14
Botany and Zoology,	67	12
Mineralogy and Geology,	57	2
Modern Languages,	151	31
Political Economy,	29	2
Jurisprudence and Civil Law,	62	8
English Law,	68	7
Anatomy and Physiology,	69	22
" " Practical,	77	30
Medicine,	49	11
Surgery,	54	10
Materia Medica,	42	11
Midwifery,	49	9
Medical Jurisprudence,	43	7
Engineering and Drawing,	196	5

VIII.—NAMES of STUDENTS of QUEEN'S COLLEGE, GALWAY, who obtained DEGREES, DIPLOMAS, and HONORS at the EXAMINATIONS of the ROYAL UNIVERSITY of IRELAND, in JUNE and OCTOBER COMMENCEMENTS in 1883.

FACULTY OF LAW.

Degree of LL.D.

Molloy, Mark, LL.D.

FACULTY OF ARTS.

Degree of M.A.

William Henry Keating, B.A. | Redmond M'Donough, B.A.

Degree of B.A.

Sydney L. Maxwell, Second Class Honors in Ancient Classics.
James Thompson, Second Class Honours in Ancient Classics.
Owen J. Shannon, Second Class Honors in Ancient Classics.
Thomas H. McCune, First Class Honors in Experimental Physics.
Thomas S. Hogg, First Class Honors in Biological Science.
William Mahon, Second Class Honors in Biological Science.

Passed.

William D. Boycott. | Henry Smith.
George Sloane.

Second University Examination in Arts.

Isaac R. Evans, First Class Honors in Latin; Second Class Honors in Greek; Second Class Honors in English; Second Class Honors in Logic; First Class Exhibition, £40.

George Gillespie, Second Class Honors in Mathematical Physics, and First Class in Experimental Physics.

Robert M'Elwey, Second Class Honors in Mathematical Physics.

Passed.

Samuel Caldwell. | John M'Elwee.
Henry Carroll. | William Moody.
Robert H. Davidson. | Michael O'Kelly.
George Duncan.

First University Examination in Arts.

Samuel Hopkins, recommended for Honors in Experimental Physics.

Passed.

Arthur J. Benson. | Alexander M'Attee.
William A. Clarke. | John Martin.
John Humphreys. | John F. Ward.
Michael J. Jordan. | Eaton W. Waters.

FACULTY OF MEDICINE.

Degree of Doctor of Medicine.

John Andrews.	William Watters.
Thomas Farrelly.	Patrick B. White.
Thomas G. Garry.	James Carroll.
A. M. Johnston.	Peter J. Doyle.
Campbell M. Mitchell.	Joseph B. Jackson.
William J. Mitchell.	Robert McElwaine.
James Torrens.	John McGlynn.
William H. Thompson, First	John McIlroy.
Class Exhibition, value £50.	Arthur E. Morris.
Robert W. Henderson.	Claudian O'Donnell.

Degree of M.Ch.

John Andrews.	Alexander M. Johnson.
Thomas Farrelly.	C. M. Mitchell.
Thomas G. Garry.	Arthur E. Morris.
William J. Mitchell.	Thomas Pritchard.
Patrick O'Gorman, M.D.	William H. Thompson.
James Carroll.	William Watters.
Robert W. Henderson.	Patrick B. White.
Joseph B. Jackson.	

Degree in Obstetrics.

Thomas G. Garry.	William J. Mitchell
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SECOND UNIVERSITY EXAMINATION IN MEDICINE.

J. P. R. Jamison.	Thomas B. Costello.
Vincent F. Lennan.	John F. Eagleton.
Frederick J. Burns, Upper	Samuel Horneck.
Pass Division.	Neal McBride.
Richard H. Brew.	William E. Macfectors.
F. C. J. D. Browne.	John Nesbitt.
Richard T. Condon.	George Vane.

FIRST UNIVERSITY EXAMINATION IN MEDICINE.

Matthew Caldwell.	Walter M. Hamilton.
James Clifford.	Alexander Henderson.
John M. Macnamara.	Thomas S. Hogg, B.A.
James C. Harkin.	Andrew McIlraith.
John J. Curran.	Eston W. Waters.
John W. Fogarty.	

SCHOOL OF ENGINEERING.

Degree of B.E.

Henry A. Binns, First Class Honors, and First Class Exhibition, value £50.	
Robert W. Creighton.	George A. H. Rowney, B.A.

SECOND PROFESSIONAL EXAMINATION.

Michael M. O'Shaughnessy, Second Honors, and Second Class Exhibition, value £20.	Francis J. Lynam, Second Class Honors.
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APPENDIX B.

RETURN showing LIST of PROFESSORS and OFFICERS in the COLLEGE, DATES of APPOINTMENT, their SALARIES, and EMOLUMENTS as STATUTABLE UNIVERSITY EXAMINERS or from COLLEGE FEES.

NAME of PROFESSOR.	CHAIR.	Date of Appointment of present Professor.	Salary from Endowment of Chair.	Emoluments.		Observations.
				Paid to as University Examiner.	Class Fees, Session 1883-84.	
D'Arcy W. Thompson, M.A., D.LIT.	Greek.	November, 1864.	£ 330	£ 20	£ s. d.	The College Council allowed to the Professor of Midwifery a stipend of £20 for lecturing in Medical Jurisprudence, and a like sum to the Professor of Chemistry as joint lecturer in same subject.
John Fletcher Davies, M.A., D.LIT.	Latin.	December, 1880.	330	—	41 0 0	
Geo. Johnston Allman, LL.D., D.SC.	Mathematics.	December, 1853.	330	20	45 0 0	
Joseph Larmos, M.A., D.SC.	Natural Philosophy.	March, 1880.	330	—	40 0 0	
Thomas W. Moffett, LL.D., D.LIT.	History, English Literature, and Mental Sciences.	August, 1849.	£25 12 4	20	50 0 0	
Thomas H. Roomey, PH.D., D.SC.	Chemistry.	April, 1856.	300	20	64 0 0	
Richard J. Anderson, M.A., M.D.	Natural History.	November, 1883.	300	—	30 0 0	
Charles Geisler, PH.D., D.LIT.	Mineralogy and Geology.	November, 1868.	220	—	61 0 0	
Charles Francis Bastable, M.A., D.L.	Modern Languages, Jurisprudence and Political Economy.	March, 1883.	150	—	20 0 0	
Wm. B. Campion, D.A., Q.C.	English Law.	February, 1859.	150	20	13 0 0	
Joseph P. Pye, M.D., M.CH., D.SC.	Anatomy and Physiology.	November, 1873.	220	—	171 0 0	
J. Isaac Lytham, M.D., M.CH.	Practice of Medicine.	November, 1879.	150	—	21 0 0	
Geo. V. Brown, M.D., LL.D., D.C.L.	Practice of Surgery.	August, 1849.	150	—	17 0 0	
Ne. W. Colahan, M.D., M.CH.	Maternal Medicine.	February, 1876.	150	—	20 0 0	
Ed. J. Kinkead, A.B., M.B.	Midwifery.	October, 1876.	150	—	17 0 0	
Edwd. Townsend, M.A., C.B., D.SC.	Civil Engineering.	November, 1860.	300	—	20 0 0	
	Medical Jurisprudence.	—	—	—	14 0 0	
OFFICERS.						
Edward Townsend, M.A., C.B., D.SC.	Registrar.	March, 1880.	Office.	—	—	
Geo. Johnston Allman, LL.D., D.SC.	Bursar.	October, 1864.	75	—	—	
D'Arcy W. Thompson, M.A., D.LIT.	Acting Librarian.	December, 1876.	75	—	—	

APPENDIX

ACCOUNT of the RECEIPTS and EXPENDITURE of the

	RECEIPTS.	£ s. d.	£ s. d.
Balances on 1st April, 1883, viz. :—			
General Account,	2,414	1	1
Special Account,	2	17	6
Library Deposits,	8	0	0
			2,424 18 6
Grant Charged on Consolidated Fund (not amount received),			6,589 3 6
Annual Grant of Parliament, viz. :—			
In Aid of Expenses of Maintenance,	1,000	0	0
In Augmentation of Professors' Salaries,	—		
			1,000 0 0
Professors' Class Fees,			717 0 0
College Fees, &c., 27 Students at 10s.	13	10	0
78 " at 5s.	19	10	0
Certificates,	2	0	0
Fine,	1	0	0
			30 0 0
Dividends on Stock (£875 6s)			31 5 2
Endowments,			—
Donation for Special Purposes,			—
Library Deposits,			29 0 0
Proceeds of Sale of Stock,			—
Miscellaneous Receipts, for Sale of College Meadow, &c.,	4	11	8
Interest on Deposit Account,	26	1	11
			29 13 7
TOTAL,			£11,777 0 9

C.

COLLEGE, for the year ended 31st March, 1884.

PAYMENTS.		£	s.	d.	£	s.	d.	
Salaries, &c., paid out of Permanent Grant, viz.:—								
President, Professors, and Officers,		4,749	2	6				
Scholarships, Prizes, and Exhibitions,		1,574	3	0				
Minor Officers, Porters, and Servants,		484	11	3				
					6,798	15	9	
Remitted to Paymaster-General, Balance of Special Grant,						2	17	5
Library (£485 18s. 7d.):—								
Ancient and Modern Languages,		196	14	9				
Mathematical and Physical Sciences,		59	18	2				
Natural Sciences,		55	11	0				
Medical Sciences,		91	14	2				
Engineering,		18	9	10				
Mental and Legal Sciences,		7	18	9				
General Library,		19	15	11				
Binding,		34	16	11				
Apparatus, Diagrams, Materials for Laboratory, &c. (£269 15s. 2d.):—								
Chemical Laboratory,		7	15	9				
Physical Cabinet,		111	1	7				
Engineering—Diagrams, &c.,		18	0	4				
Medical Faculty—Apparatus, &c.,		132	17	6				
Museum of Natural History,		123	14	4				
Museum of Medical Sciences,		24	10	7				
Printing, Stationery, and Advertising,		195	8	1				
Heating and Lighting,		179	0	6				
Botanic Garden and Grounds,		154	6	7				
Miscellaneous (£195 17s. 10d.):—								
Porters' Clothing,		35	0	0				
Water Supply,		13	17	2				
Incidental Expenses,		44	18	8				
Insurance,		12	7	0				
					1,541	12	8	
Professors' Class Fees,					799	12	3	
Endowments,								
Special Expenses (out of Donation)								
Library Deposits Repaid,					21	0	0	
Purchase of Land (Mortgage of Purchase Money),								
Payments out of College Fees (£57 6s. 4d.):—								
Stipend to Lecturers on Medical Jurisprudence,		49	0	0				
Wages of Assistant in Students' Refreshment-rooms,		2	6	0				
Petty Disbursements, Cleaning, &c., &c.,		15	1	4				
					57	6	4	
Payments (out of Miscellaneous Receipts) for Lectures on								
Political Economy,					12	12	2	
Invested in Government Three per Cent. Stock,		1,500	0	0				
Brokerage and Interest on same,		18	10	3				
					1,518	10	3	
Balance on 31st March, 1884, viz.:—								
General Account,		1,077	0	11				
Special Account,								
Library Deposits,		16	0	0				
					1,093	10	11	
TOTAL,					411,777	0	9	

In addition to the Cash Balance, there is standing to the credit of the College the sum of £874 6s. 0d., New Three per Cent. Stock. Also a sum of £1,646 further Investment—Out of Endowment Fund.

The accounts of the College up to 31st March, 1883, have been examined, and found correct, by the Comptroller and Auditor-General.*

GEORGE J. ALLMAN, LL.D., D.S.C.

Bursar.

* The certificate of the Comptroller and Auditor-General for the year ended 31st March, 1884, has not yet been received, but the accounts of the College for that year have been examined and found correct by the College Auditors.

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